Volume 7 Issue 4 (2023) Pages 3925-3934
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Mnemonic Learning in Increasing Early Children's Arabic Vocabulary

Umar Manshur[1], Fathor Rozi[2]✉, Tutik Umi Athiyah[3]
Pendidikan Agama Islam, Universitas Nurul Jadid Paiton, Probolinggo, Indonesia[1]
Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid Paiton, Probolinggo, Indonesia[2,3]
DOI: 10.31004/obsesi.v7i4.4284

Abstract
The purpose of this study was to find out how the form of applying mnemonic learning in increasing Arabic vocabulary in early childhood at RA Darussalam, Prasi, Gading. This research used a qualitative approach with a type of field research. The data sources were obtained through 2 research instruments, namely observation, interviews, and documentation with 5 informants (principals, homeroom teachers for classes A and B, and 2 student guardians). The data analysis technique used the Miles and Huberman Interactive Model with data reduction activities, data presentation, and drawing conclusions. Data validity with source and technique triangulation process. Learning Arabic using the mnemonic method as an effort to increase students' Arabic vocabulary was accomplished by several activities. Among them were the introduction of hijaiyah letters and their punctuation, choosing material sources according to student needs, recognizing and repeating the rhythm of the song, providing learning concepts with mind maps, and reflecting on learning experiences into new knowledge for students. This mnemonic learning becomed a remembering strategy for students by involving the right brain so that information will be stored longer and easier to recall when needed because it is stored in long-term memory.

Keywords : *mnemonic learning methods; arabic vocabulary; early childhood*

Copyright (c) 2023 Umar Manshur, et al.

✉ Corresponding author : Fathor Rozi
Email Address : athorrozi330@gmail.com (Probolinggo, Indonesia)
Received 27 February 2023, Accepted 5 June 2023, Published 2 August 2023

Introduction

Language as a means of communication and social interaction was important in a child's life. Through language, the children can each other related mutually share experiences and also can increase their intellectual child (Janebi et al., 2020). Language covers every means of communication by symbolizing thought and feeling to convey meaning to others (Seo, 2021). The ability to use good language capable of developing intellectual, social, and emotional participants educate on can finally support success in the study (Andarwulan et al., 2019) .

Early childhood was called the golden age, where the child's brain was the main factor in forming intelligence. During this period, children become sensitive or easily stimulated by the aspects that are in the environment (Novitasari, 2018). The thing that becomes a crisis for child development is language. The language will make it the easy child to mingle, communicate, and adapt themselves to the environment (Ulfah et al., 2019). Mastered

DOI: 10.31004/obsesi.v7i4.4284

language child depends on the language used by people in surrounding and the environment where a child is (Ramadhan, 2019).

The Muslim environment certainly maked Arabic a language that must be mastered by children, especially in carrying out daily worship. However, a factor inhibitor learning the language Arab was low parental motivation to educate or plant elements of Arabic in their children. It was proven by the level of response the child moment accepted lesson vocabulary (Zurqoni et al., 2020). In fact, Arabic has an important role for Muslims around the world. This is because Arabic is the language of the Qur'an, and it is only fitting for Muslims to master it (Munawwarah & Habana, 2022). Arabic will make it easy for somebody to learn Islamic teachings and become key for understanding teachings in a correct manner (Rosmayanti & Kosim, 2018) .

In connection with current language development, the problem that often occurs in kindergarten/KB was that children still experience difficulties in learning and recognizing Arabic and its meaning. It becaused there are several things that cause these problems, namely children who are not good at pronouncing hijaiyah words/letters; in language learning, teachers tend to think of themselves as a source of knowledge; the methods used are still conventional and less varied in applying learning methods. So, schools were an alternative in introducing Arabic vocabulary to children with learning methods that are appropriate to the child's developmental level (Fauziddin & Fikriya, 2020).

Since 2018, Darussalam Prasi Kindergarten Initiative, Gading has developed children's interest and motivation in increasing Arabic vocabulary by conducting mnemonic learning. As a basis for children's knowledge of Islamic teachings, from this school, this school instils a love for Arabic. Starting from reading and writing to memorizing Arabic vocabulary. It was not impossible that Arabic, which was a foreign language, was mastered by pre-school children. It was just that the selection and use of learning methods must be adjusted to the needs, expectations, and comfort of children in learning. So the mnemonic learning method was chosen as an introduction for children to channel their cognitive abilities to know more about Arabic vocabulary.

Learning was not something characteristic of activity that was spontaneous and stagnant. However, he is a dynamic, creative, innovative, and progressive. During this activity, learning a language Arab is still considered monotone in child age early, so interest in studying child age early to language Arab belongs low. However, this was refuted by the effort and reality that occurred at Darussalam Prasi Kindergarten, Gading. The mnemonic learning method makes Arabic a necessity so that it has the same position as other language lessons. This method directs children to be able to practice their cognitive and psychomotor activity in presenting their knowledge of Arabic vocabulary. Of course, this mnemonic method includes several study techniques that aid in its effective implementation.

These devices helped focus attention on what is to be learned and facilitate its blocking and retrieval from long-term memory. Mnemonic strategies turn learned information into more meaningful ones by making connections between information and prior knowledge (Kayaaltı, 2018). The Mnemonic Learning method can help students to test their brain's ability to connect words, ideas using songs so that they are more creative and innovative. This facilitates the memory of students in memorizing a material with an expression or formula (Jones et al., 2021).

According to research from Sa'adah & Hayati (2022) explained that was easier for students to remember material for a long time without feeling pressured and bored because of the songs, acronyms, and mind maps used in the *mnemonic learning method*. While Baharun (2018) in his research mentioned learning nahwu and horror with approach mnemonic learning at Marhalah Tamhidiyah Ma'had Aly Nurul Jadid Paiton Probolinggo done through ; Provision learning materials, use rhythm song For make it easy And remember submitted material by asatidz and as Tirzah, manufacture acronym, image link via keywords and concept maps. Other research was also conducted by Purnamasari (2018), who argued that mnemonics

DOI: 10.31004/obsesi.v7i4.4284

are learning strategies in encoding information so that it can be stored in long-term memory properly and facilitates the process of retrieving information. These three studies showed that the concept of mnemonic studies can be an easy strategy alternative for students who have long-term memory. This research indicated that the mnemonic method also functions as a uniting of special places or objects to remember and memorize the means and placement of words that involve places as visual memories.

Some of the studies above indicate that mnemonic learning has been carried out as an effort to improve and develop students' memory of a material. In contrast to previous research concepts, this study will examine the relevance of learning mnemonics as an effort to improve the ability of early childhood to recognize and enrich their Arabic vocabulary. The previous research above also shows that studies were conducted only on adolescent children/students. In contrast to this, making this research a novelty which can illustrate that mnemonic learning methods can also be used for early childhood. This is considered interesting because the mnemonic learning method can raise the role of Arabic as an international language that is important for the children of the Islamic generation to learn.

Based on the phenomena and problems that occur, studies are needed that contain suitable solutions or alternatives related to learning in early childhood so that Arabic vocabulary in early childhood can be developed. Of course, the focus and purpose of this research will be to examine the form of applying the mnemonic learning method as an effort to increase Arabic vocabulary for early childhood. So from it, the researcher is interested in doing a study about Mnemonic Learning in Increasing Arabic Vocabulary in Children Age Early.

Methodology

This study used a qualitative approach by type field research. The goal for dig and deepen objects and social matter. This was object scope education in a manner intact And thorough so that it can produce a study organized science. This study focused on the application of the mnemonic method in learning to improve children's Arabic vocabulary at Darussalam Kindergarten. The location of this research was on Jl. Asam Koong, Prasi, Gading, Probolinggo. As for the data collection technique, this study with 3 instruments, that is observation, interview and documentation. The source person in this study amounted to 5 informants consisting of the head school, guardian class A and B And 2 guardians of Darussalam Kindergarten. Technique data analysis using the Miles and Huberman Interactive Model with activities data reduction, presentation of data, and conclusion. Data reduction was a continuous stage as the research implementation progressed. Intended to further sharpen, classify, direct, discard data not needed and organize it. *Data Presentation* was a set of structured information that gived the possibility of existence, drawing conclusions, and taking action. By looking closely at the presentation of the data, researchers easier to understand what happened and what to do. data form presented can be in the form of charts, brief descriptions, graphs, charts or tables. *Drawing Conclusions/Verification*, based on the data that has been reduced and presented, the researcher draws the following conclusions supported by strong evidence at the data collection stage. The conclusion was the answer to the formulation of problems and questions that have been expressed by researchers since the beginning. The validity of the data with the triangulation process source and technique.

Results and Discussion

Of course, learning a new language always requires a lot of effort and enough time. Learning a new or foreign language is also not a spontaneous step because there is a process and progress in it (Hassan, 2019). Arabic, for example, is a foreign language for Indonesian citizens. There is no exception for children who are at pre-school age who have emotional, moral, and language instability. However, early childhood tends to have great curiosity within themselves, are in a period of potential, are active, and have broad imagination (Shariq, 2020).

DOI: 10.31004/obsesi.v7i4.4284

This is what drives them to be able to develop themselves and demands that the people closest to them be involved in the development process (Shobirin & Hilmi, 2021).

The presence of Darussalam Kindergarten, which is one of the educational units that focuses on students (*student-centred*), is presented by various creative-innovative learning patterns and concepts. Apparently, this early childhood education institution also upholds the value of educating and instilling the values of love for Islam from an early age. So that in its application, students are encouraged to increase their Arabic vocabulary from an early age. In order to examine the process of implementing this mnemonic learning method, the following describes the concept of its application.

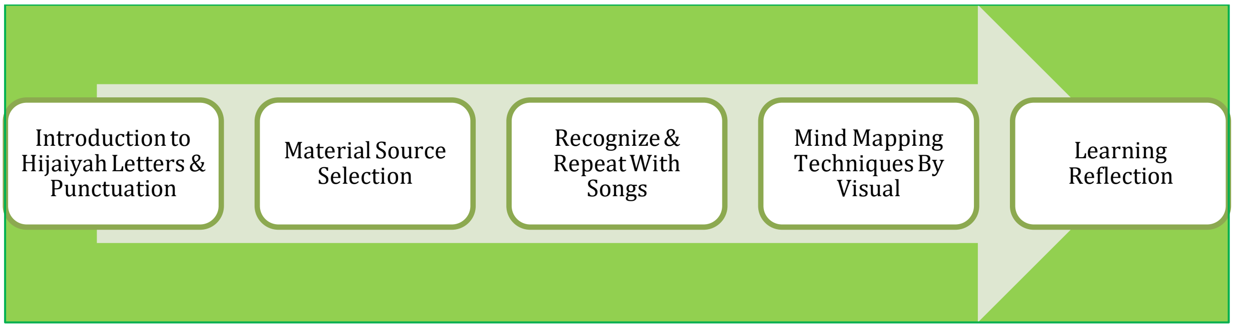

Figure 1. Darussalam Kindergarten Mnemonic Learning Concept

The picture above explains that the mnemonic learning process is arranged in a systematic and directed manner so that it makes it easier for the teacher to achieve the learning objectives properly. The concept of learning this mnemonic emphasizes the mastery of reading hijaiyah letters and punctuation as the basis for increasing students' Arabic vocabulary. Furthermore, the teacher selects and provides appropriate and interesting material sources that students can use. Then the teacher introduces and invites the concept of learning Arabic vocabulary by repeating the rhythm that has been exemplified by the teacher. And finally, the teacher provides techniques for measuring students' understanding of material with mind mapping and learning reflection for students both in writing and orally. In order to clarify the process of the mnemonic learning concept above, the following description is presented.

Introduction to Hijaiyah Letters and Punctuation

The first and most basic thing in the process of increasing pre-school students' Arabic vocabulary is by introducing and facilitating aspects of reading hijaiyah letters and their punctuation (Apriyanti et al., 2020). A statement from the homeroom teacher of class A (nurse. Nur Jumaiyah Hasanah) emphasized that without the ability to read, it will be difficult for children to recognize vocabulary and even memorize it for a long time. So that it is important for the teacher to pay attention to the basic ability to read the Koran for children.

The strategic effort prepared by the teacher is to introduce hijaiyah letters with teaching aids and educational media. The teaching aids and learning media prepared by the teacher are made of square-shaped origami paper with different colours. The learning process begins with the teacher sticking all the paper containing hijaiyah letters on the blackboard so that all students can pay attention to how the teacher reads and pronounces properly.

DOI: 10.31004/obsesi.v7i4.4284

Picture 2. Activities of Students Learning Hijaiyah Letters

Because the majority of students in RA Darussalam already haved a base of understanding of various hijaiyah letters from home, it makes it easier for teachers to continue developing students' reading ability with punctuation or movement. Harakat is used on hijaiyah letters to make it easier to read Arabic letters. The movement has a role in determining the sound of each letter, like vowels in the alphabet. Here are various punctuation marks for hijaiyah vowels.

Table 1. Types of Punctuation

Sign	Name	Latin letters
◌َ	Fathah	Ah
◌ِ	Kasrah	II
◌ُ	Dammah	Uh
◌ً	Fathatain	An
◌ٍ	Kasratain	In
◌ٌ	Dammatain	Un
◌ْ	Sukun	Vowels are read long
◌ّ	Tasydid	Vowels are read twice

The punctuation marks above serve as a guideline for reading the beginning of students' Arabic vocabulary. So that the presence of vowels makes a collection of hijaiyah letters into a meaningful vocabulary. The teacher's process teaches the use and how to read vowel signs in hijaiyah letters by juxtaposing each punctuation mark in each hijaiyah letter. This process will make students know the reading sound of each letter based on the punctuation used. In the following, an example of the application of the teacher introduces how to read a vocabulary with punctuation marks to students.

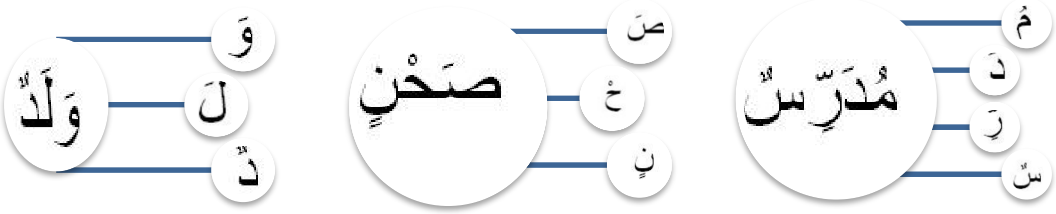

Figure 2. Example of Vocabulary

The picture above illustrates the process of combining hijaiyah letters with punctuation which can produce a meaningful or meaningful vocabulary. As in the word وَلَدٌ*(waladun),* which means child, صَحْنٍ *(shown in)* means plate, and مُدَرِّسٌ *(mudarrisun)* means teacher. From

DOI: 10.31004/obsesi.v7i4.4284

students' understanding of how to read at the beginning, this has become the basis and foundation for students to be able and easy to know more Arabic vocabulary.

Mnemonics are a person's ability to associate words or ideas with an image. The essence of the mnemonic model was imagination which is a process of forming visual cues. For example, visualizing thoughts about an object, event and presenting how information related to new learning can be stored in brain memory (Kayaaltı, 2018). This learning model is an association which is interpreted as a link in the memory of a person or other item, namely a process of forming a relationship between ideas, memories or activities (Liao et al., 2019).

Selection of Student Material Resources

In the next step, the teacher prepared and selected material as a learning resource for students to get to know and broaden their horizons regarding Arabic vocabulary (Daud et al., 2021) . Boon & Rux (2019), in their research, explained that, in general, a child will learn vocabulary more easily and quickly if it is supported by media in the form of pictures. Because by using props, the word immediately has meaning when accompanied by a picture. So Jones et al. (2021) stated that in learning Arabic for children, especially for spoken language, it is necessary for students to be shown the context of words in a simple sentence so that the words are not separated and the meaning is not clear. The fact showed that if it was presented in a learning context, it would take place more concretely and smoothly because students have a complete understanding.

Darussalam Kindergarten took the initiative to select the Extraordinary Dictionary as a student learning resource. This book is bilingual based, consisting of Arabic for its vocabulary and Indonesian for its meaning. So that in their understanding, students not only recognize Arabic vocabulary but also strengthen their understanding of Indonesian vocabulary as their daily language.

Figure 3. Display of the Book of the Extraordinary Dictionary

As stated by Mrs. Kartini, the principal of Darussalam Kindergarten, emphasized that the function of learning resources is not only focused as a learning resource for certain subjects. However, students were directed to get to know learning materials that cover various languages at one time. This will streamline their time and retain their memory and reason quickly.

The material contained in the Extraordinary Dictionary includes family members, school members, cutlery, toiletries, and professions. The material taught must be relevant to the educational level of early childhood students. Then each material should then be used for daily activities.

Recognize and Repeat with Rhythm

The next stage was the teacher demonstrating the pronunciation of vocabulary with a distinctive song rhythm with a tempo that is not too fast or too slow. The rhythm used will be a means of arousing interest, motivation and direction of student learning towards Arabic

DOI: 10.31004/obsesi.v7i4.4284

vocabulary. Initially, the teacher will demonstrate orally to students how to pronounce vocabulary with a rhythm which the students will then follow. The teacher instructed students to raise their voices (not shout) when reciting vocabulary material. So that it can be detected the activeness and involvement of students in the learning process.

In order to reinforce understanding of vocabulary, maintain the rhythm of the song, and sharpen students' memories of vocabulary and its meaning by recommending repeating the reading at least 3 times after the teacher's pronunciation. Then the routine of repeating material reading is also carried out at least seven minutes before the first hour on Monday and Thursday, which is the schedule for Arabic material. This will underlie students' understanding and memory of vocabulary to be maintained for a longer time.

Apart from that, according to Mrs Maryamah Husein, the homeroom teacher for class B, students are also directed to be able to interact by linking the lyrics to reading material with their friends. Not to compare abilities between students but for the teacher to identify abilities and to train students' reasoning power and analytical power in Arabic vocabulary. Identification of students' cognitive abilities and exercises is also applied to see the needs and difficulties that occur in students.

Mind Mapping with Verbal-Visual

Mind Mapping is an extraordinary system for storing, retrieving data and accessing a giant library that actually exists in the amazing human brain (Ningsih et al., 2020) . Mind mapping or mind maps utilize visual concepts to produce a form of creativity (Suprihatin & Hariyadi, 2021) . Ms. Hananiyah, one of the student's guardians, revealed that there are several uses of the mind mapping media provided by the teacher, which can see the big picture of an idea so that it can help the brain work on the idea. Besides that, it can accelerate and add to students' understanding during the learning process. So that this mind-mapping media is very suitable to assist teachers in influencing students' critical thinking skills in mastering Arabic vocabulary.

This mind mapping media has a mind map concept that emphasizes students to think, and later each sub-topic is made pictorial, striped and even coloured with various attractive and prominent colours so that it is easier for the brain to remember learning material. So that this mind-mapping media is very suitable to assist teachers in having a positive influence on students' critical thinking skills in increasing their Arabic vocabulary (Cantona & Sudarma, 2020) . This is in line with the opinion of Mrs Jannatul Firdaus, stating that mind mapping uses lines, colours, characters, numbers, symbols and images to remember and think about information quickly.

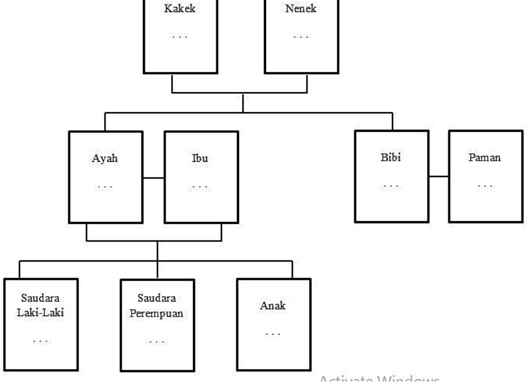

Figure 3. Example of Mind Mapping Questions for Family Members

Mind mapping was used to sharpen and strengthen students' understanding and memory of Arabic vocabulary. There were two ways to use mind mapping. First, the teacher maked a concept map on the blackboard according to the topic of the material, and then

DOI: 10.31004/obsesi.v7i4.4284

students togethered or individually submit answers to the questions posed by the teacher. This can be the teacher pointing at pictures or writing that must be submitted in Arabic from these pictures by students. Second, the teacher gived homework to students to make mind maps independently according to their understanding and abilities. This task leads students to be able to review learning material obtained while at school with their parents.

Fasih & Izadpanah (2018) argued that mnemonic models are used to help make it easier for a student to remember information by making it more meaningful by connecting with a word or picture. Purnamasari (2018) changed this information with mnemonic learning to become more interesting so that the information received is more meaningful. Creating a fun and comfortable learning atmosphere can make it easy for students to absorb learning material.

Learning Reflection

Learning reflection is a learning activity that requires students to provide verbal and written feedback to the teacher (Perrotta & Bohan, 2019). Reflection can also be interpreted as an act of rational reason in constructing information data obtained from experience into new knowledge (Supriyadi & Julia, 2019). According to Mrs. Nur Jumaiyah Hasanah (homeroom teacher for class A), reflection meaned moving backwards to reflect on what has happened and was done. This activity was something that must be done consciously and planned. This was necessary so that students are able to update their knowledge and broaden their horizons.

The efforts of the teachers in reflecting on student learning were by conducting formative and summative evaluations. The formative evaluation was carried out by the teacher directly before the end of learning Arabic. The teacher carries out this evaluation by proposing an Arabic vocabulary, and students must express the meaning correctly. Or the teacher proposes Indonesian vocabulary according to the topic of the day's material, and students mention their Arabic vocabulary. While the summative evaluation was carried out at the turn of the month. Every month students were given questions by mentioning Arabic vocabulary and its meaning orally from the pictures the teacher has posted on the blackboard for at least seven vocabularies in each material topic. This activity was a student's individual reflection on experience and vocabulary knowledge. It carried out every month to always anticipate the memory and sharpness of students' understanding of the material that has been studied.

Wang (2020) expressed his opinion that vocabulary is a collection of words that are used, understood. Vocabulary is not only a symbol of an idea but is a part of how to develop language skills in the target language. When someone wants to communicate using a foreign language, they must first understand the vocabulary that will be used. The opinion of Radović & Manzey (2019) conveyed that the right way to teach vocabulary includes asking students to read, listen to audio, see or hear the vocabulary being demonstrated by the teacher. When a teacher asks students to read the vocabulary, the goal is for students to understand the vocabulary when it is used in a sentence context. Activities that can be given to students include matching (matching) vocabulary with its meaning. So that this mnemonic learning model uses an expository learning strategy that emphasizes the process of delivering material verbally from the teacher to students with the aim of facilitating students in mastering the material presented.

Conclusion

Learning Arabic using the mnemonic method as an effort to increase students' Arabic vocabulary has accomplished by several activities. Among them were the introduction of hijaiyah letters and their punctuation, choosing material sources according to student needs, recognizing and repeating the rhythm of the song, providing learning concepts with mind maps, and reflecting on learning experiences into new knowledge for students. This mnemonic

DOI: 10.31004/obsesi.v7i4.4284

learning becomes a remembering strategy for students by involving the right brain so that information will be stored longer and easier to recall when needed because it is stored in long-term memory.

Acknowledgment

The researcher would like to thank the Rector of Nurul Jadid University who has provided the facilities and funds for the publication of this article in Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini.

References

Andarwulan, T., Ibrahim, A. S., Suparno, & Martutik. (2021). Teacher's language input for recognizing the cognitive abilities of autistic student in classroom interaction. *European Journal of Educational Research*, *10*(2), 593–606. https://doi.org/10.12973/EU-JER.10.2.593

Apriyanti, E., & Basri, H. (2020). Pembiasaan membaca al-Qur'an di pondok al -ishlah sendangagung paciran lamongan. *TAMADDUN*, *21*(1), 053. https://doi.org/10.30587/tamaddun.v21i1.1377

Baharun, H. (2018). Penguatan Daya Ingat Mahasantri melalui Mnemonic Learning. *Jurnal Pedagogik: Jurnal Pendidikan*, *05*(02), 180–192.

Boon, R. T., Urton, K., Grünke, M., & Rux, T. A. (2019). Mnemonic Strategies in Mathematics Instruction for Students with Learning Disabilities: A Narrative Review. *Learning Disabilities: A Multidisciplinary Journal*, *24*(2), 49–62. https://doi.org/10.18666/ldmj-2019-v24-i2-9901

Cantona, I. G. E., & Sudarma, I. K. (2020). Model Pembelajaran SAVI Berbantuan Media Mind Mapping Meningkatkan Hasil Belajar IPA Siswa Kelas V. *Jurnal Pedagogi Dan Pembelajaran*, *3*(2), 269. https://doi.org/10.23887/jp2.v3i2.26615

Fasih, P., Izadpanah, S., & Shahnavaz, A. (2018). The effects of mnemonic vocabulary instruction on content vocabulary learning of students. *Journal of Language and Education*, *4*(1), 42–62. https://doi.org/10.17323/2411-7390-2018-4-1-42-62

Fauziddin, M., & Fikriya, M. (2020). Mengenal Kosakata Bahasa Arab melalui Permainan Kartu Huruf Hijaiyah yang Dilengkapi Kosakata. *Journal on Early Childhood Education Research (JOECHER)*, *1*(2), 90–99. https://doi.org/10.37985/joecher.v1i2.13

Janebi, M., Mohammad, S., & Amirian, R. (2020). Language Teaching Research The Relationship between Vocabulary Size and Depth for Iranian EFL Learners at Different Language Proficiency Levels. *IJLTR : Iranian Journal of Language Teaching Research*, *8*(June), 97–114. https://files.eric.ed.gov/fulltext/EJ1258480.pdf

Jones, W. E., Benge, J. F., & Scullin, M. K. (2021). Preserving prospective memory in daily life: A systematic review and meta-analysis of mnemonic strategy, cognitive training, external memory aid, and combination interventions. *Neuropsychology*, *35*(1), 123–140. https://doi.org/10.1037/neu0000704

Kayaaltı, M. (2018). Mnemonic Technique - An Effective Vocabulary Teaching Method to Plurilingual Students. *MJLTM*, *8*(5), 388–400. www.mjltm.org

Liao, Y. H., Kung, W. C., & Chen, H. C. (2019). Testing the effectiveness of creative map mnemonic strategies in a geography class. *Instructional Science*, *47*(5), 589–608. https://doi.org/10.1007/s11251-019-09494-1

Munawwarah, H., & Hibana, H. (2022). Implementasi Pengenalan Kosakata Bahasa Arab pada Anak Usia 5-6 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(6), 5454–5462. https://doi.org/10.31004/obsesi.v6i6.2989

Ningsih, J. T., & Andari, K. D. W. (2020). Pengaruh Model Student Teams-Achievement Divisions (Stad) Berbantuan Media Mind Mapping Terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Biopedagogia*, *2*(2), 107–119. https://doi.org/10.35334/biopedagogia.v2i2.1725

Novitasari, Y. (2018). Analisis Permasalahan "Perkembangan Kognitif Anak Usia Dini”. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 2(01), 82–90. https://doi.org/10.31849/paudlectura.v2i01.2007

Perrotta, K. A., & Bohan, C. H. (2020). Reflective Study of Online Faculty Teaching Experiences in Higher Education. *Journal of Effective Teaching in Higher Education*, *3*(1), 50–66. https://doi.org/10.36021/jethe.v3i1.9

Purnamasari, R. (2018). Strategi Pembelajaran Mnemonic untuk Meningkatkan Memori Siswa. *Sipatahoenan: South-East Asian Journal for Youth, Sports & Health Education*, *4*(2), 125–138. journals.mindamas.com

Radović, T., & Manzey, D. (2019). The Impact of a Mnemonic Acronym on Learning and Performing a Procedural Task and Its Resilience Toward Interruptions. *Frontiers in Psychology*, *10*(November), 1–17. https://doi.org/10.3389/fpsyg.2019.02522

Ramadhan, S. (2019). Strategi Pembelajaran Bahasa Arab Pada Anak Usia Dini. *Jurnal Kependidikan*, *3*(2), 180–189. https://jurnal.ummi.ac.id/index.php/JUT/article/view/75

Rosmayanti, R.-R., & Kosim, N. (2018). Meningkatkan Hasil Belajar Kognitif Bahasa Arab Melalui Cooperative Learning Tipe Tebak Kata. *Al-Aulad: Journal of Islamic Primary Education*, *1*(2), 31–44. https://doi.org/10.15575/al-aulad.v1i2.3523

Rozi, F., Sa’adah, N., & Hayati, N. (2022). Meningkatkan Daya Ingat Tajwid melalui Mnemonic Learning. *FONDATIA*, *6*(3), 676–690. https://doi.org/10.36088/fondatia.v6i3.1901

Seo, Y. (2021). Parental language ideologies and affecting factors in bilingual parenting in Korea. *English Teaching(South Korea)*, *76*(1), 105–124. https://doi.org/10.15858/engtea.76.1.202103.105

Shariq, M. (2020). First Language Acquisition: A Qur’anic and Linguistic Perspective. *TESOL International Journal*, *15*(4), 89–101. https://files.eric.ed.gov/fulltext/EJ1329506.pdf

Shobirin, A., & Hilmi, D. (2021). Implikasi Manajemen Program Bahasa Arab dalam Mencetak Lulusan Unggul. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, *6*(1), 15–26. https://doi.org/10.55187/tarjpi.v6i1.4308

Suprihatin, D., & Hariyadi, A. (2021). Peningkatan Kemampuan Menentukan Ide Pokok Melalui Model SAVI Berbasis Mind Mapping pada Siswa Sekolah Dasar. *Jurnal Educatio*, *7*(4), 1384–1393. https://doi.org/10.31949/educatio.v7i4.1468

Supriyadi, T., & Julia, J. (2019). The problem of students in reading the Quran: A reflective-critical treatment through action research. *International Journal of Instruction*, *12*(1), 311–326. https://doi.org/10.29333/iji.2019.12121a

Ulfah, M., Durtam, D., & Maesaroh, I. (2019). Pengenalan Mufrodat Bahasa Arab Melalui Permainan Ular Tangga Pada Anak Usia Dini. *SELING: Jurnal Program Studi PGRA*, *5*(2), 124–136. https://doi.org/10.29062/seling.v5i2.436

Wan Daud, W. A. A., Ghani, M. T. A., Rahman, A. A., Bin Mohamad Yusof, M. A., & Amiruddin, A. Z. (2021). ARabic-Kafa: Design and development of educational material for Arabic vocabulary with augmented reality technology. *Journal of Language and Linguistic Studies*, *17*(4), 1760–1772. https://doi.org/10.52462/jlls.128

Wang, Y. (2020). A survey of the use of english vocabulary mnemonic strategies by non-english majors. *Theory and Practice in Language Studies*, *10*(12), 1656–1661. https://doi.org/10.17507/tpls.1012.21

Zakaria, N., Hassan, A. R., Mustapha, N. F., & Othman, M. S. (2019). Penguasaan Penulisan Karangan Bahasa Arab Dalam Kalangan Pelajar Melayu Melalui Penggunaan Imitasi. *Jurnal Linguistik*, *23*(2), 13–20. https://plm.org.my/ejurnal/index.php/jurnallinguistik/article/view/63

Zurqoni, Retnawati, H., Rahmatullah, S., Djidu, H., & Apino, E. (2020). Has arabic language learning been successfully implemented? *International Journal of Instruction*, *13*(4), 715–730. https://doi.org/10.29333/iji.2020.13444a